

Exemplary District TnREppp Disproportionality Self-Assessments

Data, Policies, Practices, and Procedures Examined from the 2007-2008 School Year

FOCUS AREA 3 – Options for Interventions Before or In Lieu of Referral

The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.

OVERVIEW

District TnREppp Self-Assessments of Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts with *Disproportionate Overrepresentation*. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Native Alaskan, Asian/Pacific Islander, Black, Hispanic, and White) for all students receiving services in special education and related services and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by analysis of this data. Each district with disproportionate representation is required to conduct a self-assessment of practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education. Each self-assessment is rated by a State panel. Individual ratings are verified for reliability among the raters. District responses for each of the six focus items required in this self-assessment are evaluated and rated at one of four levels: Exemplary (4), Adequate (3), Partially Adequate (2) and Inadequate (1). The six areas of focus reviewed in the *Tennessee Rubric Evaluation of policies, practices, and procedures Self-Assessment (TnREppp SA)* are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

Districts with a rating of "Adequate" or "Exemplary" for this self-assessment meet the requirement that "the disproportionate overrepresentation is not the result of inappropriate identification". An "*Exemplary*" rating is awarded to those districts with self-assessments that:

1. clearly describe and provide evidence of Exemplary policies, practices, and procedures;
2. include specific improvement activities that outline strategies which target the reduction of students in the ethnic/racial group identified with disproportionate overrepresentation in special education and related services or targeted disabilities; and
3. provide extensive responses and/or evidence and documentation that ensures the Disproportionate Overrepresentation is not the result of inappropriate identification practices.

Each district self-assessment included in this document was determined to be *Exemplary* by all members of the State's Disproportionality Self-Assessment Review Panel for "Review Item 3". The disability (ies) and ethnic group(s) identified with disproportionate overrepresentation is/are listed at the top of each district's TnREppp SA. It is notable that over the past three years the strategies used and revisions implemented in district practices, policies, and/or procedures as the result of this self-assessment and the improvement plan process have been extremely effective in reducing disproportionate overrepresentation by districts that have conducted this self-assessment. Of the 27 districts identified with disproportionate overrepresentation for data reviewed in FFY 2006, 10 districts were found to be no longer disproportionate for data reviewed in FFY 2007. Additionally, 16 districts that continued to have Disproportionate Overrepresentation were successful in reducing the disproportionate overrepresentation gap.

DISTRICT REVIEW ITEM 3

Options for Interventions Before or In Lieu of Referral

The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.

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Exemplary

There is evidence of ALL of the following:

The district:

- ☐ (3.01) maintains a list of recommended interventions, with some methods for collecting data about the effectiveness of the interventions;
- ☐ (3.02) maintains a list of intervention options and instructions as to how to evidence effectiveness of interventions;
- ☐ (3.03) analyzes evidence of effectiveness of interventions, and frequency and duration of interventions for issues of equity;
- ☐ (3.04) provides written documentation of the interventions and their effectiveness conducted by general education staff;
- ☐ (3.05) has developed a comprehensive resource listing intervention options across levels of interventions, utilizing family and “school community” input in the development of these intervention options;
- ☐ (3.06) offers ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions;
- ☐ (3.07) collects monitoring and progress data and analyzes data to determine the effect or impact from implementation of interventions

School District: Blount County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>County adopted reading interventions include Triumphs, Wilson Reading program, Foundations, Phonological Awareness Kit, Edmark, and Scottish Rites. See attached RTI manual for Blount County (see appendix pages 131-171).</u>	3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Some intervention programs used within Blount County School include: Orchard, Earobics, SRA, EdMark, Scottish Rite, Wilson, and Intervention components of the Basil Readers.</u>
	3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Blount County Schools uses AIMSweb to identify children below the 10th percentile as eligible to receive the intervention program. Sample Aimsweb progress monitoring is attached in the appendix (see pages 170-171).</u>	3.02 Evidence of a multi-tiered service model <u>Blount County Schools has employed DIBLES as a benchmarking tool. Currently AIMSWEB Benchmarking in conducted in order to monitor the success of our Four Block 90 minute uninterrupted primary reading instruction program. Targeted (Tier 2) intervention provided additional instruction to students identified through Benchmark assessments in (Tier 1) this instruction is provided in small group instruction by a Title 1 reading coach or teaching assistant under the supervision of a teacher. The fidelity of interventions is monitored and recorded in an intervention folder for each at-risk student identified through the school / student support team and AIMSWEB Benchmarking.</u>
	3.03 Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Weekly progress monitoring is conducted using AIMSweb. The progress monitoring forms are reviewed by the s-team every four weeks. Each student has an evaluation folder where their data is kept and analyzed. As previously mentioned, samples of progress monitoring are attached in the appendix (see pages 170-171).</u>	
	3.04 Does the district’s general education staff provide written documentation of the interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Weekly progress monitoring is conducted using Aimsweb. The reading specialists keep an RTI fidelity of treatment log for tracking the intervention with each child. See Blount County’s RTI manual in the appendix. Individual progress is reviewed every four weeks. Each student has an intervention folder that is kept with all of this data. At this time, interventions are only available for reading. We are in the process of developing RTI for math and writing as well.</u>	
	3.05 Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and “school community” input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>School, communities, and families are provided a letter describing the RTI process. Additional letters describing three tiers is also provided as explanation of the process. The letters can be found in the attached RTI manual (see appendix pages 131-171).</u>	
	3.06 Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly	<u>All elementary schools are tracking K-5 student progress in reading three times per year utilizing a Reading – Curriculum Based Measure and Measure of Reading Comprehension (MAZE). In all elementary schools a multi-</u>

describe. Each elementary school teacher has been trained using Blount County's RTI model. Dates for the training were conducted in April. The trainings were half-day and agendas are attached. All new teachers attend "RTI" and "Reading in the Content Area" workshops in July. See attached page 97.

- 3.07** Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? ☒ Yes ☐ No If yes, please describe results of this analysis. Each school in Blount County has a literacy leader that collects, organizes, and analyzes progress monitoring data. They then report the data to schools, teachers, and families. (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.") Aimsweb is currently tracking the impact of these beginning interventions.

tiered response to intervention (RTI) model is being implemented. In this RTI model of reading intervention students below a set level of reading proficiency are given additional differentiated reading instruction concurrent with monthly or weekly progress monitoring. This model has met the needs of several students without the need of special education evaluation and identification. Blount County Schools has worked diligently to reform reading instruction throughout the school system including two full time reading coaches who provide consultation and professional development for all elementary school teachers. Professional development has brought current research in the area instruction of reading to the classroom level.

See attached RTI manual (pages 131-171).

- 3.03** Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity
See attached RTI manual (pages 131-171).
- 3.04** Evidence of data showing frequency and duration of intervention strategies
See attached RTI manual (pages 131-171).
- 3.05** Evidence of a three tiered intervention model appropriate components containing evidence of family and "school community in the development of intervention options
See attached RTI manual (pages 131-171).
- 3.06** Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students
Each elementary school teacher has been trained using Blount County's RTI model. Dates for the training were conducted in April. The trainings were half-day

		<p><u>and agendas are attached (see page 171a).</u></p> <p><u>All new teachers attend "RTI" and "Reading in the Content Area" workshops in July. See attached agenda page 97.</u></p> <p>3.07 Evidence and analysis of RTI Data <u>See attached RTI manual (pages 131-171).</u></p>
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School District: Hardeman County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
<p>The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p>	
	<p>3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Hardeman County School District ensures that all students are provided an opportunity to succeed in the regular education program; and that all students receive a free and appropriate education through implementing research based programs and administering benchmark testing three times a year. Data is obtained from research based assessment and progress monitoring is administered according to data to at risk students and students who are in the strategic zone. Based on research based data, students are provided intervention options in small group settings. The first intervention option is through the core reading program, small group setting. Students meet with the teacher homogeneously in order for the teacher to provide differentiated instruction based on their needs obtained from research based data. The second intervention option is a continuum of the core reading program and provides 30 additional minutes of intervention outside the core program. It allows for re-teaching, more explicit modeling and think alouds. It provides scaffolding practices along with direct instruction in a small group setting, allowing students to constantly be engaged with the teacher. Instruction is based on data obtained from a research based assessment. The third intervention option allows an additional 60 minutes of direct, explicit instruction time with the intervention teacher. Interventions are based on a problem solving approach. All three intervention options are teacher led with direct, explicit instruction. Instruction is driven by data and monitored weekly in all intervention options. Effectiveness of interventions is checked weekly through progress monitoring. Effectiveness of instruction is checked through administrative fidelity check walk-throughs. Each Hardeman County School houses a HEARTeam (Hardeman Empowering Achievement Response Team) which monitors research based data on students and interventions provided to students according to the data. Please refer to the HEART Manual for more detailed information.</u></p>	<p>3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Hardeman County has housed in every school the HEART Manual which has been approved by the state department as an RtI process. The Manual gives specific intervention strategies that Hardeman County will implement in the HEART (RtI) process. Hardeman County also uses AIMSweb to document effectiveness of interventions through progress monitoring data and benchmark assessments data. Documentation of benchmark assessments and progress monitoring may also be located in each teacher's classroom on the student's time line documentation form.</u></p>
	<p>3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>The Hardeman County School District provides HEARTeams and teachers with specific guidelines on how multi-leveled interventions will be implemented and how each intervention will be monitored for effectiveness. Research based assessment data is acquired on each student and maintained throughout the school year through benchmark testing three times per year, benchmark testing through the core reading program, and progress monitoring weekly with at risk students. Should data indicate (through weekly progress monitoring) that intervention is not being effective, HEARTeams determine if intervention should be changed or if method of</u></p>	<p>3.02 Evidence of a multi-tiered service model <u>The HEART Manual, on file in every school, posted on the Hardeman County Web page and posted on the Tennessee Department of Education Web page, gives step by step guidelines on the Hardeman County multi-tiered service. Further evidence of the multi-tiered service may be found in each school. HEARTeams document students receiving multi-tiered services and document student progress weekly.</u></p> <p>3.03 Documented list of intervention strategies and data to show effectiveness of the interventions</p>

instruction needs to be changed. The district HEART Manual gives explicit instructions on how to evidence effectiveness. Please refer to the HEART Manual for more detailed information.

- 3.03** Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? ☒ Yes ☐ No If yes, please briefly describe. The HEARTeam in each school analyzes research based data provided through weekly progress monitoring on all students receiving intervention. Through this analysis, the HEARTeam determines if intervention is adequate and appropriate. During intervention, instructors are monitored for effective instruction and fidelity. When looking at the effectiveness of intervention, HEARTeams consider not only the intervention, which is determined through data, they also consider the instruction, which is to be driven by the data. At risk students receive intervention daily outside the regular classroom instruction for a minimum of 14 weeks before the HEARTeam determines if the student cannot learn under standard methods. Please refer to the HEART Manual for more detailed information.
- 3.04** Does the district's general education staff provide written documentation of the interventions and their effectiveness? ☒ Yes ☐ No If yes, please briefly describe. Teachers are required to keep a "time line" documentation form on each of their students. The time line documentation form documents benchmark testing, which is administered three time per year: the core reading program benchmark assessments, given every six weeks or more depending on the grade level; intervention progress monitoring scores and parent engagement. Intervention teachers document intervention instruction daily on an intervention log form. The HEARTeams in each school monitor regular classrooms for teacher effectiveness and fidelity. A fidelity log is kept on each teacher and each teacher is conferenced with regarding the effectiveness and fidelity of his/her classroom. All conferences are documented and documentation is kept within the building and copies sent to the Director of Schools at the Board of Education. The HEARTeams in each school monitor interventions for teacher effectiveness and fidelity. A fidelity log is kept on each intervention teacher and each teacher is conferenced with regarding the effectiveness and fidelity of the intervention program. Please refer to the HEART Manual for more detailed information.
- 3.05** Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and "school community" input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? ☒ Yes ☐ No If yes, please briefly describe. Family and Community involvement is introduced at the beginning of every school year. The local newspaper keeps abreast of the HEART process and keeps the community informed. PTO meetings at the beginning of the school year focus on the HEART process and the impact it has on all students regarding universal screenings, interventions and progress monitoring. The Hardeman County Website post the HEART Manual for the community and parents to review the HEART process at anytime. Parents are encouraged to review the manual and ask questions. Parents are invited to all HEARTeam meetings that involve their child and are encouraged to provide input regarding the intervention. Parents are notified and kept abreast of their child's academic performance throughout the year and parents may review their child's time line documentation form at any time. Parents are notified before each universal screening. Teachers go over universal screening data with parents after each screening. By reviewing the HEART Manual, attending PTO meetings and/or attending parent/teacher conferences, parents and community are educated on the multi-tiered interventions provided

for issues of equity
Please refer to the Hardeman County HEART Manual and the AIMSweb data.

- 3.04** Evidence of data showing frequency and duration of intervention strategies
The school's HEARTeam documents student intervention, meetings with parents, progress of student and length of intervention along with research based data on the needs of the student. This evidence is filed with the HEARTeam Facilitator.
- 3.05** Evidence of a three tiered intervention model appropriate components containing evidence of family and "school community in the development of intervention options
The Hardeman County HEART Manual gives support to how Hardeman County is implementing the RTI process. The Manual provides administrators and teachers guidelines on how to implement the process with best practice strategies. Schools are monitored from the district office to document that all schools are following the guidelines as presented in the HEART Manual.
- 3.06** Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students
Hardeman County documents all professional development, staff training and Facilitator training with teacher/administrator sign-in sheets. Those missing any professional development are required to watch the professional development on video, which the district provides.
- 3.07** Evidence and analysis of RTI Data
Students receiving multi-tiered intervention receive instruction that is driven by research based data. Evidence of this data is documented on AIMSweb with hard copies of benchmark testing

to at risk students and the length of time interventions will take place. HEARTeams and teachers document all parent involvement which begins the first day of school. Please refer to the HEART Manual for more detailed information.

- 3.06** Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? ☒ Yes ☐ No If yes, please briefly describe. Hardeman County implements a structured Rtl process which is called HEART. Hardeman County believes that in order for children to become successful readers, teachers must be effective teachers. Since the onset of the HEART process in Hardeman County in August of 2007, the teachers of Hardeman County have received professional development in: Closing Achievement gaps, What is a true "Learning Disability", RTI and HEART, The Five Components of Reading: What they are, How to ground your instruction in the components, How to effectively teach each component, What is in a 90 minute, comprehensive literacy classroom, Classroom Management, Direct, Instruction, Differentiated Instruction, How to build literacy centers, How to make centers purposeful and accountable, How to use data to drive instruction, How to use data in the small group setting, How to teach procedure and routine in the 90 minute classroom, Reader's theater, Literature Circles, Writing, Tennessee Vocabulary. Though this list is not complete (staff development is ongoing weekly), it does list the major areas of effective teaching. HEARTeam Facilitators meet on a weekly basis to receive further professional development. The facilitators return to their designated schools and provide training to their staff. Besides weekly trainings through the HEARTeam, teachers will receive eight full days of district-wide professional development during this school year (2008-2009).
- 3.07** Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? ☒ Yes ☐ No If yes, please describe results of this analysis. Hardeman County implements an Rtl process with universal screenings, progress monitoring and tiered interventions. Research data is used to drive instruction in the regular classrooms and in interventions. Hardeman County uses AIMSweb for documentation of data. Through AIMSweb reporting, Hardeman County may watch progress and growth on each student and identify how much growth a student has achieved. The impact that the HEART process has had on Hardeman County (universal screenings, progress monitoring, tiered interventions) is evident in the number of referrals for special education received during the 2007-2008 school year.. (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.") The impact of Tier 1 and Tier 2 intervention methods has resulted in a significant decrease in referrals for speccial education evaluation. During the 2006-2007 school year there were 54 special education referrals after the Rtl intervention in the 2007-2008 school year there were 13 referrals for special education evaluation. According to T-CAP results, all Hardeman County Schools are proficient in reading.

and progress monitoring in the student file (that is monitored and updated by the HEARTeam). Analysis of data is conducted by the HEARTeam and parent. The HEART Manual provides a HEARTeam Recommendation Form to be completed after the HEARTeam and parent have analyzed data. See chart showing number of referrals.

School District: **Loudon County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Speech and Language Impairments / Ethnic Group W**
2. Disability Other Health Impairment / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the TnREppp Reviewer Guidelines and Scoring.	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>For the past several years, the Loudon County School System has developed and implemented a S-Team procedure. Last school year, we implemented a RTI program for reading interventions. Our plan was just recently approved by the State Department of Education. Loudon County has developed and utilized a comprehensive resource listing of intervention options across the tiers of intervention. Special Education has shared a list of specific interventions that can be used by all general education personnel. General education teachers use a standards-based classroom curriculum and use scientifically based researched teaching strategies in their classrooms.</u>	3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Child Find Screenings</u> <u>S-Team Intervention Forms</u> <u>RTI Intervention Forms</u> <u>Jamestown Reading Navigator</u> <u>Foundations</u> <u>My Sidewalks</u> <u>Riverdeep</u> <u>Edmark Reading</u> <u>Quick Reads</u> <u>Aimswest Benchmarks and CBM's</u> <u>Progress Monitoring with Aimswest</u> <u>BIP's</u> <u>IEP's</u>
	3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>S-Team/RTI case managers follow the steps outlined in the system's state approved RTI Plan. Teachers use grade level placement tests, formative assessment, benchmark data, curriculum based measurements, and weekly probes to help determine the effectiveness of the interventions.</u>	
	3.03 Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Intervention data is analyzed at the conclusion of each Tier. All decisions as to whether the student should be removed from the Tier process, stay in the same Tier, or move to the next Tier are made by a team of individuals after equity and fidelity issues have been reviewed. Parents are encouraged to be a part of this process from the very beginning of the process.</u>	3.02 Evidence of a multi-tiered service model <u>RTI Approved Plan</u> <u>S-Team Intervention Plans</u>
	3.04 Does the district's general education staff provide written documentation of the interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>General education teachers provide parent progress reports on student progress. The intervention specialist provides progress reports on the benchmark assessments and the AIMSweb probes. Student progress notes are sent home as outlined in the approved plan. At the conclusion of each Tier of interventions, a team of individuals review all the available data and this information is also shared with the parents.</u>	3.03 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>S-Team Documentation</u> <u>RTI Documentation</u> <u>Informational Articles/Instructional tips Notebooks</u> <u>Student Score Reports</u> <u>Student Progress Reports</u>
	3.05 Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and “school community” input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The S-Team process and the RTI process is explained to all school personnel annually either through in-services</u>	3.04 Evidence of data showing frequency and duration of intervention strategies <u>RTI Approved Plan</u> <u>S-Team Documentation Forms</u> <u>AIMSweb benchmark and progress monitoring reports</u> <u>Student Progress Reports</u> <u>Graphs and charts</u> <u>Eligibility Reports</u>

and/or faculty presentations. Consistent forms are used throughout the county. Data obtained through the process is reviewed by a team of individuals. Checklists and other supporting documentation will be analyzed for equity and fidelity of program implementation by all members of the S-Team/RTI process.

- 3.06** Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? ☒ Yes ☐ No If yes, please briefly describe. Loudon County teachers are afforded many professional development opportunities. They all receive training on the approved reading adoption materials. Curriculum coaches are available at each school. Professional development training sessions are provided on how to use the software intervention programs that have been purchased and are in use in the Loudon County School System. Teachers have had intensive additional training in the following areas: phonemic awareness, phonics, fluency, vocabulary, reading comprehension, differentiated instruction, 90 minute reading block, Aimsweb (progress monitoring). During the 2008-2009 school year, Loudon County will pilot a Tiered Behavioral Approach to Interventions in two of our nine schools.
- 3.07** Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? ☒ Yes ☐ No If yes, please describe results of this analysis. The S-Team/RTI team evaluates the interventions on an individual student basis using Aimsweb data. (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.") The impact of the tiered interventions has revealed the following information: fewer special education referrals, increased numbers of students successfully exited the intervention process, high proficiency rate in systemwide reading scores.

IEP's

- 3.05** Evidence of a three tiered intervention model appropriate components containing evidence of family and "school community in the development of intervention options
State Approved RTI Plan
- 3.06** Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students
Professional Development Notebooks
Teacher Training Notebooks
Trasining Sign In Sheets
- 3.07** Evidence and analysis of RTI Data
Initial Special Education Evaluation Logs
S-Team/RTI Information Packets
Student Progress Reports
Eligibility Reports
AIMSweb Score Reports
Turnleaf Assessment Information

School District: **Madison County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each teacher, as a part of his or her professional responsibility, will provide a variety of researched based strategic instructional variations within the classroom in order to differentiate instruction to the learning needs of students. The content and the instructional strategies are the vehicle by which the teacher meets the needs of all the students. Based on the knowledge that not all students are alike, teachers will apply an approach to teaching and learning so that students have multiple options for taking in information. If, and/or when, the teacher's the teacher's attempts to improve the academic success of the students are not producing desired results and this is documented through benchmark assessments and/or universal screening, the students in question will receive small group direct instruction intervention that is research-based and is administered with fidelity. If, after no less than 9 weeks of small group direct instruction, students are not responding, the parent and/or teacher and/or Student Achievement team may request that the principal convene a meeting with the school's Student Achievement Team to discuss the impact and effect of the regular education intervention program.</u>	3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>SAT Process</u> 3.02 Evidence of a multi-tiered service model <u>Reading First School Participation</u> 3.03 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Instruction Coach Monitoring</u> 3.04 Evidence of data showing frequency and duration of intervention strategies <u>Data Collection Log</u> 3.05 Evidence of a three tiered intervention model appropriate components containing evidence of family and "school community in the development of intervention options <u>Primary Level Interventions:</u> <u>1.Primary:</u> <u>Intervention component from Reading Program</u> <u>Intervention component from Math Program</u> <u>Voyager</u> <u>GRADE Intervention Library</u> <u>G-MADE Intervention Library</u> <u>Orchard</u> <u>Study Island</u> <u>Think Link</u> <u>Leap Frog</u> <u>Plato</u> <u>2. Targeted</u> <u>Reading Mastery</u> <u>Road to the Code</u> <u>Voyager Passport</u> <u>Open Court Phonics</u>
	3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>JMC Board of Education provides schools with many options for intervention. Students receive effective instruction in the general education setting using validated practices. Instructional Coaches at each building assist with the options available and the effectiveness of the interventions. Progress is monitored and benchmark assessments are implemented for mastery in the the core reading and math programs. Interventions in the regular classrooms vary from school to school, according to the school programming. Formative and benchmark testing.</u>	
	3.03 Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each Intervention program used comes with benchmark assessments and/or mastery test. The computerized interventions do not allow students to move forward until students have mastered the objective being taught. Direct Instruction programs are tested for mastery every five lessons. Students do not move forward until mastery has been achieved. Documentation of mastery of skills is kept on record in the schools.</u>	
	3.04 Does the district's general education staff provide written documentation of the interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The general</u>	

education staff maintains an intervention file on each student. The file may contain the student's learning style assessment, appropriate interventions, and the effectiveness of the interventions.

- 3.05** Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and "school community" input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? ☐ Yes ☒ No If yes, please briefly describe. _____
- 3.06** Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? ☒ Yes ☐ No If yes, please briefly describe. The Jackson Madison County School district provides extensive professional development for school staff and administrators on differentiated instruction and intervention programs. the schools also provide extensive trainings to their staff. All Reading First Schools have additional 90 hours a year of trainings that non-reading first schools may attend as well. On going training of instructional coaches is used to reference RTI interventions successfully.
- 3.07** Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? ☒ Yes ☐ No If yes, please describe results of this analysis. The district office receives from the schools three times a year progress charts for each classroom indicating whether student are progressing or if there is a need to investigate instructional delivery or if there is a need for more intensive intervention. A formative assessment is given three times a year to document student progress. The Jackson Madison County School district has put in place a research and accountability position. This person is in the process of analyzing data from intervention programs in order to document the impact of the interventions on students. At this time, all diagnostic assessments, benchmark assessment tools and interventions are being researched for validity and effectiveness.. (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.")

Rvier Deep
GRADE Intervention Library
G-MADE Intervention Library

3. Intensive:
Open Court
Wilson Reading System
Lindamood Bell
Language for Learning
Distar Math
Connecting Math

Intermediate Level Interventions:

1. Primary
Reading Program intervention
component
Compass

2. Targeted:
Compass with more time
Think Link

3. Intensive:
Corrective Reading
GRADE Intervention
G-MADE Intervention

Middle School Intervention

1. Primary
Reading Program intervention
program

2. Targeted:
GRADE Intervention Library
G-MADE Intervention Library

3. Intensive:
AMP Reading Program

High School Level Intervention

1. Primary:
Plato
Laura's Lab
Gateway Online
Focus Math

2. Targeted:
More time allowed on the primary
interventions along with tutoring
sessions
Credit Recovery
9th Grade Academy
Skills Tutor

3. Intensive:
READ 180

- 3.06** Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students
Instruction Coach Training

- 3.07** Evidence and analysis of RTI Data

School District: **Memphis City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Autism / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>District conducts and analyzes K-5 Benchmark assessments three times per year to determine need for Tier II and Tier III intervention. Standard interventions protocols exist for Tier II and Tier III interventions.</u>	3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>AIMSweb Benchmark Testing Dates Professional Development Schedule</u> <u>Formative Assessment Schedule</u>
	3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Standard interventions protocols exist for Tier II and Tier III interventions.</u>	3.02 Evidence of a multi-tiered service model <u>MCS PreK-12 Three Tier Reading Model Tips for monitoring Tier II Comprehensive Literacy Targets for Middle Schools: Guided and Observable Practices</u>
	3.03 Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>District conducts and analyzes K-5 Benchmark, Read 180, and formative assessments and provides results.</u>	3.03 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>RTI Plan Formative Assessment MCS PreK-12 Three Tier Reading Model Tips for monitoring Tier II Comprehensive Literacy Targets for Middle Schools: Guided and Observable Practices, READ 180 2008-2009</u>
	3.04 Does the district's general education staff provide written documentation of the interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>District conducts and analyzes K-5 Benchmark assessments, Formative Assessments, Scott Foreman Reading Interventions</u>	3.04 Evidence of data showing frequency and duration of intervention strategies <u>RTI Plan</u>
	3.05 Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and "school community" input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>RTI Plan</u>	3.05 Evidence of a three tiered intervention model appropriate components containing evidence of family and "school community" in the development of intervention options <u>RTI Plan</u>
	3.06 Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>RTI Professional Development from Debbie Diller's Associate Pam Price and Heinemann Educational Consultant Joan Knight</u>	3.06 Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying
	3.07 Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe results of this analysis. <u>All 19 schools, not making AYP/SWD in '07 received computers and Failure Free Reading from AYP Grant and Stanford Math from the district, made AYP in Reading or Math or in both. (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.")</u>	

		students <u>Professional Development</u> <u>Schedules</u>
	3.07	Evidence and analysis of RTI Data <u>AYP Grant</u> <u>NCLB AYP School List</u>

School District: Monroe County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
<p>The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p>	
	<p>3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Monroe County School System has developed and proposes to implement a pilot district wide Response To Intervention (RTI) Program that will be submitted to the State of Tennessee Department of Education for review for the 2008-2009 school year. Since the implementation of IDEIA 2004, the county wide referral process for students with academic learning difficulties has continuously evolved and expanded. Monroe County has developed and utilized a comprehensive resource listing of intervention options across the tiers of intervention. Regular Education, in conjunction with the Special Education department, is in the process of developing and providing a list of specific interventions to be used by all teachers. Initially, teachers use a standards-based classroom curriculum with all students participating in general education classes. Monroe County teachers use research-based teaching strategies in their classrooms. For the 2008-2009 school year, the core reading program for kindergarten through fifth grade is the Scott Foresman Reading Street and Wilson Foundations (K-2, implementation varies by school). Kindergarten students through third grade will receive 90 minutes of daily core curriculum reading instruction. Fourth grade through twelfth grade students will be provided with 50 minutes of core reading instruction on a daily basis.</u></p>	<p>3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Pre-K and Kindergarten speech Screenings</u> <u>-Speech Improvement Class</u> <u>-Wilson Supplemental Intervention Reading Program</u> <u>-Scott Foresman Sidewalks Intervention Program</u> <u>-Corrective Reading/SRA</u> <u>-Carbo Reading Method</u> <u>-Edmark Reading (computer-based)</u> <u>-Success Maker (computer-based)</u> <u>-Progress Monitoring with AIMSweb</u> <u>-LinguiSystems No-Glamour Sentence Structure</u> <u>-LinguiSystems No-Glamour Grammar software</u> <u>-LinguiSystems No-Glamour Vocabulary software</u> <u>-LinguiSystems Basic Concept Interactive software</u> <u>-Earobics progress charts</u></p>
	<p>3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Students are monitored bi-weekly formative assessments as well as periodic placement tests to determine reading levels. In addition, teachers will use flexible reading groups within the classroom for differentiated instruction and frequent progress monitoring. Teachers will progress monitor students who are in the lower 20th percentile of performance. AIMSweb probes and/or Think Link probes are used to measure progress. 15% of IDEIA funds for Early Intervening Services are being used for salaries for two instructional coaches to assist teachers and provide implementation of the proposed Response to Intervention Plan. A reading specialist (when available) has been assigned as the data management coordinator at each school.</u></p>	<p>3.02 Evidence of a multi-tiered service model <u>RTI Action Plan</u></p>
	<p>3.03 Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Students whose needs are not being met through Tier 1 interventions are targeted for more intense interventions. Additional reading instruction from Title 1 assistants will provide on-going intervention assistance. Teachers may also refer targeted students to an afterschool, or before school, tutoring program at all Monroe County</u></p>	<p>3.03 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Progress monitoring with AIMSweb</u> <u>-growth rate graphing for students in Intervention</u> <u>-Intervention Team review of student</u></p>

	<p><u>Schools. As a student progresses through the proposed Tier 1, Tier 2, and Tier 3 interventions, the school S-Team determines individual interventions at each level. Parents will be invited to participate in the school's support team decision before a student is referred for a special education evaluation.</u></p>	<p><u>progress</u></p>
3.04	<p>Does the district's general education staff provide written documentation of the interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Students targeted for Tier 1 interventions will receive additional assistance in the classroom for 15-20 minutes at least four times per week. After eight weeks, students who do not advance out of Tier 1 by meeting their goals or reaching benchmark targets for grade placement will be referred to the school support team. At that time, Tier 2 interventions may be added to the student's schedule. Students placed in Tier 2 interventions will receive services in 15-20 minute increments at least four times per week, minimum. After 7-8 weeks of Tier 2 interventions, the school support team will meet to evaluate the progress of each student. If the School Support Team (SST) decides that adequate progress is not being made, the student will be placed in Tier 3a interventions with a supplemental assistant or reading specialist and continued monitoring. Students suspected of having a specific learning disability will not be referred for special education testing until after Tier 3b interventions have been implemented for 7-8 weeks. Tier 3a & 3b interventions will consist of small group services in 30 minute increments, in addition to the Tier 2 intervention time and the 90 minute reading block. Tier 3a & 3b interventions will be provided by supplemental assistants, and/or the reading intervention teacher. Students in Tier 3a & 3b will be progress monitored by the intervention provider. Should students not make progress, they will receive a second round of Tier 3 interventions for another 7-8 weeks. In addition, Tier 3a & 3b interventions will be progress monitored by the intervention teacher weekly and the school psychologist once monthly. If progress is not evident, they will be referred for special education evaluation. Tier 4 will be the point that students are placed in special education services. Once eligibility is established, the length and number of sessions of continued intervention services will be determined by the IEP team. Progress-monitoring and data-based decisions will continue after the students begin special education services. In regards to speech and language interventions, the Monroe County School Speech-Language Pathologists conduct annual speech and language screenings for all preschool, Headstart, and kindergarten students and "at risk" second grade students. Following the initial screening results, students receive high-quality instruction, with dynamic assessment to determine intensity and duration of intervention based on the data collected. Students that fail the screenings are typically placed, with parental permission, into a speech improvement class for thirty minutes on a bi-weekly basis, prior to a referral for a comprehensive evaluation. Students with suspected speech impairment will receive weekly progress monitoring through data collection to assess progress and complete home practice assignments. After 12 months of direct speech improvement classes, students who need to continue will be referred for formal assessment to determine eligibility for speech support services through an IEP. In addition, children suspected of having a language impairment will be progress monitored with pre-testing, periodic testing, and post-testing using appropriate LinquiSystems software programs, Webber Interactive software programs, and/or Earobics. Interventions have been modeled after The RTI Guide: Developing and Implementing a Model in Your Schools and a 2005 American Speech-Language-Hearing Association (ASHA) Telephone Seminar titled "Response to Intervention: An Alternative to Special Education" by Judy Montgomery, PhD, CCC/SLP. Initially, all students receive universal screening probes, three times a year including TCAPS, AIMSweb (K-5), ThinkLink (2-12), and Early Reading</u></p>	<p>3.04 Evidence of data showing frequency and duration of intervention strategies <u>RTI Action Plan</u> <u>AIMSweb progress monitoring</u></p> <p>3.05 Evidence of a three tiered intervention model appropriate components containing evidence of family and "school community in the development of intervention options <u>Proposed 4 Tier Intervention Model</u> <u>Tier 1: 90 minute core reading</u> <u>Tier 2: 90 minute core reading + 20 minute interventions with deficient students</u> <u>Tier 3a: 90 minute core reading + 30 minute intervention in small groups</u> <u>Tier 3b: 90 minute core reading + 30 minute intervention in small groups with an alternate intervention</u> <u>Tier 4: 90 minute core reading + intensive intervention in a special education setting</u></p> <p>3.06 Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students <u>Teachers have been trained to use various intervention programs by professional staff or intervention specialists</u></p> <p>3.07 Evidence and analysis of RTI Data 3.07 <u>Referral to School Support Team</u> <u>-Support team meeting notes on file with school psychologists and in student sped files.</u> <u>-AIMSweb progress monitoring to determine:</u> <u>a. Student's progress</u> <u>b. Selection of Intervention</u> <u>c. Effectiveness of Interventions</u></p>

Screening Inventory (ERSI- end of K). TCAP scores are used to “flag” students performing below proficient. Students that meet one or more of the following criteria will be considered for Tier 1 interventions from the classroom teacher: children below proficient on TCAP ELA and students below the 20th percentile on AIMSweb (Kindergarten – Letter Naming Fluency; 1st – Nonsense Word Fluency; 2nd-5th – Reading-Curriculum Based Measurement. Students who transfer in to the system mid-year will be assessed with the most recent universal screening probe. The academic records of those students will thoroughly reviewed and Tier 1 interventions will begin immediately following the universal screening and record review. Classroom teachers document interventions provided in the classroom, modifications of assignments, differentiated instruction methods, one-on-one instruction, small group instruction, progress report monitoring through AIMSweb or ThinkLink Probes. Instructional coaches and/or reading specialists also model progress monitoring procedures and assist the classroom teacher in implementation of progress monitoring procedures. Classroom teachers will keep an intervention implementation checklist and maintain documentation of Tier 1, Tier 2 and Tier 3 interventions. In Tier 1, the classroom teacher is responsible for progress monitoring the students. In Tier 2, interventions will be monitored by the Classroom Teacher and the Psychologist. Tier 3 interventions will be provided by supplemental assistants, and/or reading intervention teacher and monitored Interventionist. AIMSweb probes are used to measure student intervention progress.

- 3.05** Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and “school community” input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? ☒ Yes ☐ No If yes, please briefly describe. Checklists and other documentation will be periodically examined by members of the school support team and by instructional coaches and/or reading specialist to insure fidelity for all Tiers. In addition, family involvement is written into the State Regulations and progress reports must be sent home. Monroe County send progress reports home following every 3-4 1/2 weeks of intervention.
- 3.06** Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? ☒ Yes ☐ No If yes, please briefly describe. Teachers in Monroe County Schools have been trained in the adoption of the current reading series. They have had intensive additional training in the following areas: phonemic awareness, phonics, fluency, vocabulary, reading comprehension, differentiated instruction, 90 minute reading block, Aimsweb (progress monitoring), and ThinkLink (progress monitoring). In addition, the district employs a comprehensive process for implementing behavioral interventions. If a student experiences significant behavioral difficulties in the school setting, the student is initially referred to the school guidance counselor for services and the parents are consulted. Students qualifying for special education services that exhibit behavior difficulties may warrant the services of our behavior specialist. Teachers, principals, or guidance counselors may make a referral to the behavior specialist. The specialist attends IEP meetings, develops and implements behavior plans, conducts functional behavior assessments, and collaborates with teachers about appropriate behavior strategies.
- 3.07** Does your district collect monitoring and progress data from interventions and analyze the impact of these interventions? ☒ Yes ☐ No If yes, please describe results of this analysis. Students receiving intervention services will be coded and compared with the general education population by using Aimsweb to assess the effectiveness within the school and

<p><u>district. The school support team (SST) will evaluate interventions on an individual student basis by using Aimsweb.</u> (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.") <u>The impact of multiple interventions resulted in a decrease of 12% in referrals for Special education evaluations.</u></p>	
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School District: Unicoi County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group* *W*
 2. **Disability** *Select One / Ethnic Group* *Select One*
 3. **Disability** *Select One / Ethnic Group* *Select One*

(3) Intervention Options: Before or in Lieu of Referral

Review Item 3	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List for each corresponding Review Response Item on file in your district.
The District provides and requires effective intervention options be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	3.01 Does your district maintain a list of recommended interventions, with some methods for collecting data about effectiveness of the interventions (example: Student Support Teams)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each school maintains a School Support Team made up of general educators who provide intervention ideas and review the effectiveness of the interventions. Intervention options are provided from the office of the Supervisor of Special Education. Special Education teachers consult with S-teams at each school to provide assistance.</u>	3.01 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>List of suggested intervention strategies available through system website as well as through S-team at each school. Lists provided based on suspected area of disability. Each Special Education teacher has a Pre-referral Intervention Manual to assist general education teachers and provide interventions. Data collected through DIBELS progress monitoring instruments.</u>
	3.02 Does your district maintain a list of intervention options and instructions as to how to evidence effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Training for S-teams is provided by the office of the Supervisor of Special Education. Interventions are provided and a list kept at the office of the SUpervisor of Special Education.</u>	3.02 Evidence of a multi-tiered service model <u>RTI plan to be submitted to SDOE Fall 2008.</u>
	3.03 Does your district analyze intervention data, checking for effectiveness while taking into account the frequency and duration of interventions for issues of equity? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Progress monitoring data is collected through tthe use of DIBELS assessments.</u>	3.03 Documented list of intervention strategies and data to show effectiveness of the interventions for issues of equity <u>Lisy of interventions previously described in 3.01. Data collected through DIBELS assessments and progress monitoring instruments. Data is analyzed by school S-teams.</u>
	3.04 Does the district's general education staff provide written documentation of the interventions and their effectiveness? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each teacher providing interventions completes a teacher observation form provided by the S-team. This data is reviewed to assess effectiveness.</u>	3.04 Evidence of data showing frequency and duration of intervention strategies <u>S-team student referral forms, formal RTI plan, DIBELS progress monitoring data</u>
	3.05 Has the district developed a comprehensive resource listing of intervention options across levels of interventions, utilizing family and “school community” input in the development of these intervention options – that is – a formal RTI plan with explanation and documentation of family involvement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Director of Schools informed parent advisory council of changes involving RTI during 2007-2008 school year. Input on scheduling and interventions was sought during monthly meetigns.</u>	3.05 Evidence of a three tired intervention model appropriate components containing evidence of family and “school community in the development of intervention
	3.06 Has your district offered ongoing professional development and support to school staff to maximize the utilization and effectiveness of the interventions (example: ongoing training for Reading First tiered instruction and structured RTI)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Training was provided during the 2007-2008 school year as well as the beginning of the 2008-2009 school year. We are beginning a formal RTI process this school year. Training is being provided on formal interventions. S-teams will provide ongoing support for teachers in using interventions within the class room.</u>	
	3.07 Does your district collect monitoring and progress data from interventions and analyze the	

	<p>impact of these interventions? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe results of this analysis. <u>Data will be collected this school year through the DIBELS progress monitoring instrument. Results will be used to determine which students need lower tier interventions.</u> <u>Data will collected and analyzed across the entire school year..</u> (example: "The impact of Orchards Reading resulted in a decrease of 15% in referrals for Special Education evaluation and an increase of 5% of students scoring proficient or above on the TCAP Achievement Test in 4th grade Reading/Language in the 2007-2008 school year.") _____</p>	<p>options <u>Parent advisory council has been informed of changes and RTI plan. Allowed input through meeting with the Director during monthly meetings.</u></p> <p>3.06 Evidence of RTI staff development to include training and technical assistance for schools over referring or inappropriately identifying students <u>Staff sign in sheets from in-service training, schedule of sessions from May 9 in-service</u></p> <p>3.07 Evidence and analysis of RTI Data <u>Will be completed during Fall 2008</u></p>
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